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ABSTRACT

This collection of papers examines the hidden risks that teacher researchers may face in action research. There are 12 papers in three parts. Part 1, "School-Based Researchers," includes: (1) "Drafting Ethical Guidelines for Teacher Research in Schools" (Marian M. Mohr); (2) "'Tuesday Night' Revisited: Learning to Survive" (Leslie Turner Minarik); (3) "Coming to Know My Place" (Wanda C. Clay); (4) "Teacher Research: A Wolf in Sheep's Clothing" (Linda Hajj); and (5) "Who Owns the Story? Ethical Issues in the Conduct of Practitioner Research" (Cathy Beck, Laura DuPont, Lori Geismar-Ryan, Linda Henke, Kathryn Mitchell Pierce, and Catherine Von Hatten). Part 2, "University-Based Researchers," includes: (6) "'A Root Out of a Dry Ground': Resolving the Researcher/Researched Dilemma" (Sharon Shockley Lee); (7) "Action Research on Action Research: Emancipatory Research or Abuse of Power? (Sally Barr Ebest); (8) "The Ethics of Accountability in Action Research" (Owen van den Berg); and (9) "When Evaluation Turns Sour: Quandaries of the Individual Case" (Louis M. Smith). Part 3, "Collaborative School-University Research," includes: (10) "The Ethics of Cultural Invisibility" (Jane Zeni, Myrtho Prophete, Nancy Cason, and Minnie Phillips); (11) "Insiders and Outsiders: Perspectives on Urban Action Research" (Jacquelyn C. Harris, Michael Lowenstein, and Rosalynde Scott); and (12) "Negotiating Two Worlds: Conducting Action Research Within a School-University Partnership" (Marilyn M. Cohn and Suzanne Kirkpatrick). An epilogue offers "A Guide to Ethical Decision Making for Insider Research" (Jane Zeni). (SM)

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